Studies in Linguistics and Literature
ISSN 2573-6434 (Print) ISSN 2573-6426 (Online)
Vol. 8, No. 3, 2024
www.scholink.org/ojs/index.php/sll

Original Paper

The Analysis of the Misuse of the Quantifier "Ge"

Wangyi Zhang[1*]

[1] College of Liberal Arts, Nanjing University of Information Science & Technology, Nan Jing, China

[*] Wangyi Zhang, College of Liberal Arts, Nanjing University of Information Science & Technology, Nan Jing, China

Received: June 27, 2024 Accepted: July 12, 2024 Online Published: July 26, 2024

doi:10.22158/sll.v8n3p74 URL: http://dx.doi.org/10.22158/sll.v8n3p74

Abstract

This paper investigates the misuse of the quantifier "Ge" among international Chinese learners, a critical issue in Chinese language education. The problem arises from learners' struggle to grasp the nuanced distinctions between Chinese quantifiers and those in their native languages, compounded by the vast array of synonymous quantifiers in Chinese, which complicates learning and often leads to indiscriminate application of "Ge" as a catch-all solution. This frequent misappropriation stems from mother tongue negative transfer, excessive generalization of target language rules, adverse effects of learning environments, and the impact of inappropriate learning strategies. To address these issues, this paper proposes a multi-faceted approach. Curriculum development must integrate multimedia resources and interactive exercises to facilitate multi-sensory learning. Instructional strategies should adhere to practicality, emphasizing real-life scenarios, contextualized learning, differentiated instruction catering to learners' linguistic backgrounds, fostering positive linguistic transfer, and nurturing an error-tolerant classroom culture. Combining the teaching practice of quantifier "Ge" with ChatGPT-type artificial intelligence models can greatly enrich teaching methods, and improve teaching efficiency and learner engagement. These measures aim to counteract learners' misconceptions, bridge the gap between linguistic systems, and ultimately enhance the acquisition of Chinese quantifiers, contributing to a more effective teaching and learning experience.

Keywords

quantifier, misuse, teaching

1. Introduction

Quantifiers, a distinctive word class in the Sino-Tibetan language family represented by Chinese, are one of the most culturally characteristic components of the Chinese language system. While some neighboring countries of China, such as Indonesia, also use quantifiers, their language systems differ in

significant ways from those in Chinese. For instance, in these languages, quantifiers are divided into category quantifiers and measure quantifiers. In the grammatical categories of Indo-European languages, there are no independent classes of quantifiers.

However, there are structures with functions similar to those of quantifiers, expressing "quantity". In the process of teaching Chinese, we have observed that many international students are unfamiliar with the concept of quantifiers or find it difficult to differentiate between the quantifiers in their native languages and those in Chinese. Consequently, quantifiers become a focal and challenging point in Chinese language education. Furthermore, due to the vast number of quantifiers in Chinese and the presence of many synonymous quantifiers that are difficult to distinguish, the teaching and learning of Chinese as a foreign language are further complicated. If these learning difficulties are not effectively addressed, they can significantly reduce the interest of Chinese language learners, potentially leading to their eventual abandonment of Chinese studies.

In actual teaching practice, quantifiers are among the word classes most frequently misused by international students when using Chinese, with the quantifier "Ge" being the most commonly misused. Some students even regard "Ge" as a universal quantifier, often choosing it when unsure which quantifier to pair with a noun. According to the research data by Wang Chongyang and Wang Jianmin (Wang, 2021), the HSK Dynamic Composition Corpus data indicates that the total frequency of the quantifier "Ge" is 34,990 occurrences, with 1,514 of them being incorrect. In terms of error frequency, "Ge" ranks fifth among the 2,500 most commonly used characters and first among quantifiers. Questions such as "Which quantifier pairs with which noun?" and "In what situations is it appropriate to use a particular quantifier?" often leave foreign students perplexed. The root of the issue lies in the fact that the pairing of quantifiers with nouns largely depends on Chinese usage habits, making it difficult to summarize a rule that fits all scenarios. Consequently, learning quantifiers requires students to accumulate knowledge over time, carefully observe, and invest effort in memorization. However, some students attempt to use the so-called universal quantifier "Ge" as a one-size-fits-all solution. Regardless of the noun, especially when an individual quantifier is needed, they often unthinkingly and simplistically apply the quantifier "Ge". This leads to the common phenomenon of misusing the quantifier "Ge".

This paper focuses on the misuse of the quantifier "Ge" by international students, selecting examples from the HSK Dynamic Composition Corpus. The types of errors are categorized, and the causes of these errors are analyzed from four perspectives: negative transfer from the native language, overgeneralization of target language rules, negative influence of the learning environment, and negative influence of learning strategies. The aim is to provide targeted teaching strategies and suggestions for teaching Chinese quantifiers to foreign learners.

The structure of this paper is shown like this. The second part of this paper introduces the explanation of the quantifier "Ge". The third part discusses the types of misuse of the quantifier "Ge" and the

reasons behind these errors. The fourth part presents new strategies proposed in this paper, and the fifth part provides a summary.

2. The Explanation of the Quantifier "Ge"

The origin of the quantifier "Ge" can be traced back to Ancient Chinese. The earliest forms of the character "Ge" appeared in both oracle bone script and bronze inscriptions (Ben-Yami, 2009). Initially, it likely represented "a part of the body" or "a specific object", having a concrete referential function. Over time, this specific referential function gradually evolved into a general quantifier used to denote an unspecified single entity.

In Modern Chinese, the quantifier "Ge" is widely used before various nouns, becoming the most general quantifier. For example, "Yi Ge Ping Guo" (an apple), "Yi Ge Ren" (a person), "Yi Ge Xiang Fa" (an idea), and so on. In Modern Chinese, "Ge" is not only used to denote individual tangible objects but also abstract concepts and phenomena. Its versatility makes it one of the first quantifiers that Chinese language learners encounter and use. This generality simplifies the complexity of quantifier selection and reflects the efficiency and convenience of the Chinese quantifier system in practical communication. However, this "generality" is not absolute. For instance, the quantifier "Ge" cannot modify certain proper nouns, time-related nouns like "Zuo Tian" (yesterday) and "Yi Qian" (before), or uncountable nouns without fixed shapes, such as "Shui" (water), "Kong Qi" (air), and "Tian Kong" (sky). Therefore, accurately using the quantifier "Ge" is not an easy task.

In the field of Chinese international education, experts also place significant emphasis on the teaching arrangement of the quantifier "Ge". The "Outline of Chinese Proficiency Vocabulary and Chinese Characters" is compiled based on frequency dictionaries and word lists, holding high authority in the field of Chinese international education. The "Outline" categorizes words into four levels: A, B, C, and D, based on their usage frequency and difficulty. While consulting the "Outline", we found that the quantifier "Ge" is classified as an A-level vocabulary item, indicating its particularly high usage frequency in daily life. In the vocabulary section of the "Outline", the quantifier "Ge" appears at position 246 of the A-level words, and in the character section, "Ge" is ranked 177th among A-level words. This undoubtedly shows the importance of the quantifier "Ge" in the Chinese proficiency test. Consequently, we must give sufficient attention to the quantifier "Ge", deeply study the misuse of "Ge" by Chinese learners, summarize experiences, reflect on them, and improve the accuracy of using the quantifier "Ge" among Chinese learners.

3. The Misuse of the Quantifier "Ge"

Misuse refers to systematic errors made by language learners during the process of learning and using the target language (Wu, 2023). In the process of learning Chinese, international students have shown regularity and systematic misuse in the use of the quantifier "Ge". We refer to this type of misuse as the

misuse of the quantifier "Ge". Additionally, in the following section 3.1, we will detail the types of misuses, and in section 3.2, we will discuss the reasons for these misuses.

3.1 Misuse Categories

The misuse of the quantifier "Ge" by international students primarily manifests in three types: omission, addition, and incorrect use. This section will provide a detailed introduction to these types of misuse, accompanied by examples for explanation.

3.1.1 Omission

The omission of the quantifier "Ge" occurs when it should be used but is not correctly applied. The quantifier "Ge" has various grammatical functions; it can serve as part of the determiner, subject, or even combine with complements to form verb-complement structures. When the quantifier "Ge" is missing, it results in an incomplete sentence structure, making the sentence components incomplete. For instance:

(1) "Wang lao shi ren wei{CC de}zhe ge [B er] xian xiang{CD you}dui ni de fa zhan you hen [C]duo de hao [C] chu".

(2) "Wei le zhao gu bing ren [BQ,] yi ge[B ren] ren yi ding yao zai yi yuan li".

In example (1), the original text uses "zhe er xian xiang". Based on the context, we know the speaker intended to say "zhe ge xian xiang", but it lacks the quantifier "Ge". In example (2), the sentence "Wei le zhao gu bing ren, yi ding yao you yi ge ren zai yi yuan li. "emphasizes the number of people, thus requiring the quantifier "Ge".

3.1.2 Addition of the Quantifier "Ge"

The addition of the quantifier "Ge" is another common type of error. This mistake occurs when the quantifier "Ge" is incorrectly added to a sentence where it is not needed, resulting in redundancy. For example:

(3) "Margaret shi ge[D] wo de hao peng you, yi nian qian wo men zai wo men xue xiao tu shu guan ren shi de".

(4) "Wo xian zai gao su ni, wo cong xiao jiu bu xi huan shuo hua[BQ,]yin wei[L]zhe yang de yuan yin,wo peng you ye hen shao, jiu ren shi ji ge[BD,] wo jia lou shang de{CD yi ge}xiong di er yi[B yi]，suo yi wo bu xi huan qu xue xiao shang ke".

In example (3), the original sentence does not aim to emphasize the number of good friends but merely to indicate that "Margaret" is "my good friend", so the quantifier is unnecessary here. In example (4), based on the context, the speaker wants to use the quantifier phrase to modify "Xiong di". According to the structure of quantifier usage, only the preceding modifying phrase needs to be retained.

3.1.3 Incorrect Use of the Quantifier "Ge"

Incorrect use of the quantifier "Ge" refers to the erroneous pairing of the quantifier "Ge" with nouns that should not be used with it, failing to convey the specific imagery of the appropriate quantifier (Keenan 1997). This type of error, often referred to as the overgeneralization of the quantifier "Ge", is

quite common and warrants our attention. For instance:

(5) “Ta jue de zhe shi yi ge hen zhi de gu li de shi qing”.

(6) “Zhe ge lv xing hen you yi si, guo qing de jia qi wo guo de hen kai xin”.

In example (5), “Ge” should be replaced with “jian”, as “shi qing” typically pairs with “jian”. In example (6), “Ge” should be replaced with “ci” or “tang”, as we usually use “ci” or “tang” to modify “lv xing”.

3.2 The Analysis of Misuse

Why do second language learners frequently encounter confusion and misuse with the quantifier “Ge” compared to other quantifiers? Particularly puzzling is the fact that even though “Ge” serves as an introductory quantifier for beginners, why does the phenomenon of excessive generalization persist into the intermediate and advanced learning stages? What is even more thought-provoking is that since “Ge” occupies a foundational and core position in the curriculum, why do learners still easily confuse it with other Chinese characters or traditional characters? A comprehensive analysis and in-depth exploration of these issues not only help reduce errors among second language learners in learning “Ge” but also, through scientific guidance, assist them in developing the correct concept of quantifier usage, overcoming their fear of Chinese quantifiers, and thus becoming more confident in using Chinese (Zhang, 2022).

Based on Professor Liu Xun’s “Introduction to Teaching Chinese as a Foreign Language”, this study focuses on the phenomenon of errors among second language learners in learning Chinese, aiming to analyze the root causes of errors from four aspects: mother tongue negative transfer, excessive generalization of target language rules, adverse effects of learning environments, and the impact of inappropriate learning strategies. The goal is to provide specific and effective improvement strategies for the second language teaching of the quantifier “ge”. This research not only reveals the reasons behind learner errors but also provides guidance for educators, helping second language learners better grasp and flexibly use the Chinese quantifier “Ge” and enhance their confidence in language learning.

3.2.1 Mother Tongue Negative Transfer

“Mother tongue” primarily refers to the first language of international students, while “negative transfer”, also known as “interference”, refers to factors that hinder language learning. “Mother tongue negative transfer” refers to the tendency of international students to transfer language forms from their first language that convey the same meaning to the target language, causing interference in learning the second language and leading to errors. For example, the primary language in Pakistan is Urdu, which belongs to the Indo-European language family and lacks individual quantifiers. In expressing time concepts, there is no usage of quantifiers to modify time nouns in the first language. However, this usage habit from the first language is transferred to Chinese learners, causing the errors mentioned above.

"Mother tongue knowledge negative transfer" refers to the phenomenon where the existing mother tongue knowledge of second language learners negatively affects the learning of the target language (Yan, 2021). In the learning of Chinese quantifiers, mother tongue knowledge negative transfer occurs in the early stages. Due to the unfamiliarity of second language learners with the grammatical and usage rules of Chinese quantifiers, they often try to use language rules existing in their mother tongue when unsure how to use Chinese quantifiers, leading to negative transfer of mother tongue knowledge.

In studying error data and conducting surveys, we found that second language learners in the beginner and intermediate stages are most susceptible to the negative transfer of the mother tongue. Additionally, 42.03% of second language learners surveyed do not have quantifiers in their mother tongue. Through the analysis of the quantifier "Ge" data and errors mentioned above, we found that one of the reasons for the occurrence of errors among all error types is the influence of mother tongue knowledge negative transfer(Wang, 2019).Errors caused by mother tongue negative transfer among Japanese learners are evident in the high misuse of the quantifier "jian". In the data, errors such as "this situation", "buying things", "one cup", etc., frequently occur. This is because in Japanese, the quantifier "jian" has a wide range of measurement objects and is often used to measure related nouns.

Furthermore, because some second language learners' mother tongues do not involve noun-quantifier combinations, such as those whose mother tongue is English, they only understand the structure of "number word + noun", as in English expressions like "an apple", "two students", and so on. If they directly apply these structures to Chinese, they may produce incorrect expressions like "one apple", "two students", leading to a lack of awareness of using quantifiers (Zhu, 2012). Therefore, in the initial stages of learning Chinese quantifiers, these second language learners subjectively avoid using Chinese noun-quantifier combinations excessively, leading to errors of quantifier "misuse".

3.2.2 Excessive Generalization of Target Language Rules

The excessive generalization of target language rules refers to the tendency of second language learners to apply previously learned knowledge analogically to new language points, leading to deviations in the language system. This phenomenon is more prevalent in the intermediate to advanced stages of language learning when learners have acquired a relatively extensive and systematic understanding of linguistic concepts. For example, after learning the usage of the quantifier "Ge" and understanding its broad applicability, learners may use "Ge" as a universal quantifier when encountering unfamiliar nouns and uncertain about which quantifier to use, resulting in the overgeneralization of "Ge" and consequently leading to errors or confusion with other quantifiers.

A typical example of excessive generalization of target language rules is seen in Chinese learners' use of the quantifier "ge". Due to its general utility in Chinese, learners may inappropriately use "Ge" in contexts where other quantifiers should be used. For instance, they may say "yi ge ji hui" instead of "yi ci ji hui", mistakenly treating "Ge" as a universal quantifier. The root cause of using "Ge" instead of other quantifiers lies in inadequate consideration of semantic context or nuances and incomplete

mastery of the usage and grammar rules of “Ge”. Therefore, it is crucial to have a clear understanding of the distinctions between “Ge” and other specific quantifiers, knowing when they can be interchanged and when they cannot, which nouns “Ge” can modify, and under what circumstances “Ge” can be used without affecting semantic changes. Although such errors in quantifier usage may occur, it is worth noting that second language learners have developed an awareness of quantifier usage. However, their grasp of quantifiers may not be entirely accurate at this stage. Teachers should adopt a slightly tolerant attitude and use a step-by-step approach to guide students in understanding and using the quantifier “Ge” correctly.

In reality, “Ge” as a generic quantifier has an extensive range of semantic coverage, even encompassing a significant portion of what other generic quantifiers can modify. Apart from semantic features, pragmatic considerations are also crucial in Chinese. Second-language learners may overlook the semantic or pragmatic features of “Ge” when selecting quantifiers for head nouns, often resulting in usage errors or misinterpretations.

3.2.3 Adverse Effects of Learning Environments

The adverse effects of the learning environment refer to the obstacles encountered by learners in less-than-ideal language learning settings, which may stem from insufficient teaching resources, inappropriate classroom atmosphere, societal and cultural exclusion, among others (Guo, 2013). The adverse effects of the learning environment can significantly impede the language acquisition process. For example, a lack of an immersive learning environment may make it difficult for learners to obtain sufficient language input and practice opportunities, affecting the fluency and accuracy of language output. Outdated or inadequate materials that do not meet learners’ needs may also limit learners’ depth and breadth of understanding of the target language. Additionally, an excessive use of non-standard language in the learning environment, such as colloquial expressions by native speakers, may lead learners to imitate incorrect usage.

Based on the data, we found that native speakers frequently use the quantifier “Ge” in both written and spoken language. The frequency of their usage of “Ge” is particularly high, especially in cases where both parties have reached a certain consensus and where it does not affect the semantics or cause ambiguity. Native speakers often use phrases like “yi ge zui”, “yi ge gou”, “yi ge dian shi”, “yi ge kong tiao”, “yi ge wa zi”, and so on. These combinations are quite common in their language use, but from a grammatical perspective, they do not conform to norms. Instead, these casual expressions in their native language significantly influence second-language learners of Chinese in the correct acquisition of the quantifier “Ge”. Phrases such as “you ge xiang fa”, “shang ge ce suo”, “zuo ge fan chi” also appear frequently in the daily conversations of native speakers. According to questionnaire statistics, more than half of Chinese second language learners are in an environment where Chinese is being learned. However, this kind of linguistic environment often leads second language learners to feel very confused when acquiring the quantifier “Ge”.

Strategies to improve the learning environment include updating teaching resources to ensure their relevance to contemporary language use; fostering a positive classroom culture that encourages errors as part of the learning process; providing activities related to the target culture to enhance the cultural immersion experience in language learning; and utilizing technological tools such as language learning software to offer personalized learning paths and real-time feedback.

3.2.4 The Impact of Inappropriate Learning Strategies

The impact of inappropriate learning strategies refers to the strategies adopted by learners during the language learning process. Although the intention behind these strategies may be positive, they can have an adverse effect on learning outcomes due to their mismatch with individual learning styles or the characteristics of the target language. In second language learning, avoidance is a common learning strategy (Shi, 2010). When second language learners encounter unfamiliar language environments or uncertain language knowledge, they tend to avoid using or only use the knowledge they already know. The different learning strategies of second language learners greatly influence their acquisition and use of quantifiers like “Ge”.

For example, when second language learners learn that the quantifier “wei” should be used to express respect or admiration in certain contexts of noun-quantifier combinations, they should use “wei”. However, in specific language contexts, if they are more familiar with the quantifier “Ge” or because they know that “Ge” has a broader range of usage, and they are not proficient enough in using “wei”, they will avoid using “wei”. For instance, in the sentence “ta shi yi ge you zhe 40 nian gong ling de lao yi sheng, ru jin reng jian shou zai yi xian, fa guang fa re”, although it is grammatically correct and makes sense, considering the context, if the speaker wants to express admiration for this experienced doctor, conveying a sense of solemnity, seriousness, and importance, they should use “wei” or “ming” to quantify. The quantifier “Ge” lacks clear semantic distinctions and vivid imagery, and it cannot convey positive emotional nuances, leading to error tendencies.

Based on the statistical data from the error analysis above, we can also observe that the main learning strategies contributing to quantifier errors among second language learners are avoidance and substitution. Consequently, mastering the correct use of the quantifier “Ge” becomes quite challenging.

4. Educational Guidelines

4.1 Curriculum Development

Curriculum development, as the cornerstone of language learning, plays a crucial role in the teaching of the quantifier “Ge”. Firstly, curriculum development should adhere to the principle of starting from the basics and progressing gradually, ensuring that at the beginner level, a large number of intuitive and contextualized examples are used to introduce the basic usage of “ge”, such as “yi ge ren” and “yi ge wen ti”, and then gradually transitioning to more complex combinations like “yi ge ji hui” and “yi ge shun jian”, demonstrating the wide applicability of “Ge”. Additionally, curriculum development should

include cross-cultural comparison sections, explaining the differences between the Chinese quantifier system and quantity expressions in students' native languages to reduce the negative impact of mother tongue interference.

Curriculum development should also incorporate multimedia and interactive elements such as videos, audio, and interactive quizzes to enhance learning through multiple sensory stimuli. For distinguishing "Ge" from other quantifiers, dedicated comparative units can be designed, and supplemented with clear charts and examples to help students understand the specificity and usage contexts of various quantifiers. Furthermore, considering the diversity of learning environments, curriculum development should include learning materials that incorporate both traditional and simplified Chinese characters to avoid confusion caused by students' writing habits.

4.2 Teaching Principles

When teaching the quantifier "Ge", the following principles should be adhered to practicality, contextualization, differentiation, promoting positive transfer, and tolerance for errors. The principle of practicality requires teachers to closely connect teaching with students' real-life experiences. This can be achieved through simulations of real conversations, role plays, and other forms that allow students to learn the application of "Ge" in natural contexts. Contextualized teaching enhances learners' intuitive understanding of the functions and meanings of quantifiers.

Differentiated teaching emphasizes adopting flexible and diverse teaching methods tailored to students with different native language backgrounds and learning styles. For example, for English learners who do not have a concept of quantifiers, it is essential to focus on explaining the necessity and basic usage of quantifiers. On the other hand, for students with a similar quantifier system in their native language background, comparative analysis is emphasized to highlight differences.

Promoting positive transfer means teachers should actively look for commonalities between the native language and Chinese, using students' existing knowledge to facilitate the learning of new knowledge and reduce negative transfer. Furthermore, establishing a positive learning environment that encourages students to make mistakes and learn from them is central to the principle of error tolerance.

4.3 Teaching Content

The teaching content should comprehensively cover various aspects of the quantifier "Ge", including but not limited to basic usage, special collocations, differences from other quantifiers, cultural meanings, and common error analysis. In addition to direct teaching content, the historical and cultural background of the quantifier "Ge" should also be incorporated to help students understand its unique position and evolutionary process in Chinese.

In terms of content organization, a series of course modules can be designed. For instance, the "Foundational Module" can focus on teaching the basic collocations and rules of "Ge"; the "Advanced Module" can delve into discussions on its usage in special contexts, such as in idioms and proverbs; the "Comparative Module" can strengthen students' understanding of the scope of "Ge" by comparing it

with other quantifiers like "zhi", "jian", and "wei". Additionally, regular review and summary sessions can help consolidate learning outcomes and prevent forgetting.

4.4 Teaching Exercises

Teaching exercises are an indispensable part of second language learning. They not only assess learners' grasp of knowledge but also deepen understanding through practice and promote the internalization of language skills. The ChatGPT-type AI models represent a significant milestone in natural language processing technology, developed by OpenAI as a large-scale language model based on deep learning. Integrating teaching exercises on the quantifier "Ge" with ChatGPT-type AI models can greatly enrich teaching methods, enhance teaching efficiency, and increase learner engagement. Through intelligent, personalized, and interactive exercise design, learners can not only accurately grasp the use of the quantifier "Ge" but also deepen their understanding of Chinese culture in practice, thereby communicating in Chinese with greater confidence. This technology-integrated teaching approach undoubtedly brings new possibilities and vitality to teaching Chinese as a second language.

Utilizing the ChatGPT model's natural language processing capabilities, a diagnostic exercise system can be designed to automatically assess learners' grasp of the quantifier "Ge" and common misconceptions based on their responses. The system can include multidimensional questions such as multiple-choice, fill-in-the-blanks, error correction, and cloze tests. By analyzing learners' answers, the system can determine whether they have correctly used "Ge" and other quantifiers, as well as identify errors in specific contexts. For example, the system can present sentences like "wo you yi ge wen ti" and "wo you yi ben shu" and ask learners to judge and explain why "Ge" is used in one instance but not the other. Subsequently, the system provides personalized feedback and explanations based on the analysis results, helping learners correct mistakes and understand the underlying grammar rules. Additionally, using AI chatbot technology, realistic dialogue scenarios can be created, such as shopping, restaurant ordering, and daily conversations, allowing learners to practice using the quantifier "Ge" in simulated dialogues. The ChatGPT model can generate natural and fluent dialogue feedback based on predefined scenarios and learners' inputs, guiding learners to use "Ge" correctly in actual communication. For instance, if a learner says, "Wo yao mai yi ben bi ji ben", the chatbot responds, "Hao de, nin shi yao mai yi ge bi ji ben dian nao hai shi yi ge zhi zhi bi ji ben?". This interaction not only enhances the realism of the practice but also effectively trains learners' immediate response and quantifier selection abilities. Furthermore, the ChatGPT model can generate personalized exercise questions based on learners' abilities and progress. The system analyzes learners' historical exercise data to identify weaknesses and learning blind spots, dynamically adjusting exercise difficulty and content to provide appropriate challenges. For example, for learners who frequently confuse "Ge" and "zhi", the system will increase comparative exercises to help clarify the difference between the two. This personalized learning path can effectively facilitate learners' mastery of using the quantifier "Ge".

5. Conclusion

The paper investigates the common misuse of the quantifier "Ge" among non-native Chinese learners, a critical aspect of Chinese language pedagogy. Misapplications of "Ge" typically fall into three categories: omission where it's required, unnecessary addition, and incorrect substitution. Omissions lead to incomplete sentence structures, while superfluous insertions result in redundancy. Incorrect substitutions involve using "Ge" instead of more fitting quantifiers like "jian" or "ci/tang", demonstrating a lack of understanding regarding the appropriate noun quantifier. To tackle these issues, the paper outlines a four-pronged strategy for teaching Chinese quantifiers: counteracting mother tongue interference through comparative analyses; preventing overgeneralizations by emphasizing contextual usage; fostering a conducive learning atmosphere that encourages practice and correction; promoting suitable learning strategies that aid in differentiating between quantifiers and combining the teaching practice of quantifier "Ge" with ChatGPT type artificial intelligence models. By adopting these targeted interventions, educators can not only rectify the misuse of "Ge" but also empower learners with a nuanced understanding and confident command of Chinese quantification, thereby enhancing overall language acquisition.

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